



CHOICES

P.O. Box 15386
Florence, SC 29506

Grades	6-11 High School	
Enrollment	32 Students	
Principal	Ralph Porter	843-664-8993
Superintendent	Dr. Rainey Knight	843-398-5200
Board Chair	Charles Govan	843-332-2288

THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2011	N/A	N/A
2010	N/A	N/A
2009	N/A	N/A
2008	N/A	N/A
2007	N/A	N/A

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

<http://ed.sc.gov>
<http://eoc.sc.gov>

ABSOLUTE RATINGS OF HIGH SCHOOLS WITH STUDENTS LIKE OURS

Excellent	Good	Average	Below Average	At-Risk
4	2	10	9	11

* Ratings are calculated with data available by 11/09/2011.

High School Assessment Program (HSAP) Exam Passage Rate: Second Year Students

	Our High School			High Schools with Students Like Ours		
Percent	2009	2010	2011	2009	2010	2011
Passed 2 subtests (%)	N/A	75.0%	25.0%	58.4%	64.5%	61.6%
Passed 1 subtest (%)	N/A	25.0%	25.0%	20.7%	17.7%	19.6%
Passed no subtests (%)	N/A	N/A	50.0%	23.2%	20.0%	18.8%

HSAP Passage Rate by Spring 2011

	Our High School	High Schools with Students Like Ours
Percent	N/A	80.7%

Four-Year Cohort Graduation Rate

	Our High School		High Schools with Students Like Ours	
	2010*	2011	2010	2011
Number of Students in Four-Year Cohort	N/A	N/A	151	129
Number of Graduates in Cohort	N/A	N/A	101	85
Rate	N/A	N/A	68.2%	63.8%

*Used to calculate current AYP.

Five-Year Graduation Rate

	Our High School		High Schools with Students Like Ours	
	2010	2011	2010	2011
Number of Students in Cohort	N/A	N/A	N/A	135
Number of Graduates in Cohort	N/A	N/A	N/A	91
Rate	N/A	N/A	N/A	64.0%

End of Course Tests

Percent of tests with scores of 70 or above on:	Our High School	High Schools with Students Like Ours*
Algebra 1/Math for the Technologies 2	.	60.3%
English 1	.	48.4%
Biology 1/Applied Biology 2	.	44.4%
Physical Science	.	39.3%
US History and the Constitution	.	26.7%
All Tests	.	42.7%

* High Schools with Poverty Indices of no more than 5% above or below the index for this school.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	High Schools with Students Like Ours	Median High School
Students (n=32)				
Retention rate	2.1%	Up from 0.0%	3.8%	3.4%
Attendance rate	91.0%	Up from 89.8%	94.9%	95.0%
Served by gifted and talented program	2.2%	Up from 0.0%	5.0%	12.4%
With disabilities other than speech	6.4%	Down from 14.1%	12.8%	9.9%
Older than usual for grade	21.3%	Down from 30.8%	9.9%	7.1%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	6.3%	Up from 0.0%	1.6%	0.9%
Enrolled in AP/IB programs	0.0%	No Change	4.3%	13.0%
Successful on AP/IB exams	N/A	N/A	13.9%	51.7%
Eligible for LIFE Scholarship	N/R	N/R	25.7%	30.1%
Annual dropout rate	12.0%	Up from 0.0%	2.2%	2.5%
Career/technology students in co-curricular organizations	N/A	N/A	4.2%	2.9%
Enrollment in career/technology courses	N/A	N/A	231	419
Students participating in work-based experiences	N/A	N/A	0.0%	7.2%
Career/technology students attaining technical skills	N/A	N/A	79.7%	83.0%
Career/technology completers placed	N/A	N/A	96.2%	98.4%
Teachers (n=3)				
Teachers with advanced degrees	N/A	N/A	60.0%	61.1%
Continuing contract teachers	N/A	N/A	68.8%	80.6%
Teachers returning from previous year	N/A	N/A	79.6%	86.5%
Teacher attendance rate	100.0%	No Change	95.6%	95.5%
Average teacher salary*	I/S	N/A	\$43,733	\$46,884
Professional development days/teacher	9.0 days	Down from 10.0 days	10.0 days	10.0 days
School				
Principal's years at school	9.0	Up from 8.0	2.0	4.0
Student-teacher ratio in core subjects	14.7 to 1	Up from 4.9 to 1	20.9 to 1	26.5 to 1
Prime instructional time	91.0%	Up from 89.8%	88.9%	89.3%
Dollars spent per pupil**	\$9,769	Down 19.0%	\$10,047	\$7,804
Percent of expenditures for teacher salaries**	61.4%	Up from 52.4%	56.7%	58.0%
Percent of expenditures for instruction**	73.0%	Up from 58.8%	60.0%	60.6%
Opportunities in the arts	Poor	No Change	Good	Excellent
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 99.2%	96.6%	97.3%
Character development program	Excellent	Up from Good	Good	Good
Modern language program assessment	N/A	N/A	Average	Good
Classical language program assessment	N/A	N/A	N/A	Good

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Abbreviations for Missing Data

N/A—Not Applicable N/AV—Not Available N/C—Not Collected N/R—Not Reported I/S—Insufficient Sample

Performance By Student Groups

	HSAP Passage Rate by Spring 2011		End of Course Tests Passage Rate		On-time Graduation Rate, 2010 For AYP		
	n	%	t	%	n	%	Met AYP Objective
All Students	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Gender							
Male	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Racial/Ethnic Group							
White	N/A	N/A	N/A	N/A	N/A	N/A	N/A
African American	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Disabled	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
English Proficiency							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Socio-Economic Status							
Subsidized meals	N/A	N/A	N/A	N/A	N/A	N/A	N/A

NOTE: n=number of students on which percentage is calculated; t=number of tests taken.

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Report of Principal and School Improvement Council

"CHOICES" is in its 9th year as a charter school with charter agreements with both Florence District One and Darlington County school districts. "CHOICES" has a target population of students ages 12-17 who have been expelled from school or dropped out. Our goal is to provide an education that will transition them to become life-long learners and to possibly return to a regular traditional school, if possible and appropriate. "CHOICES" is for practical purposes an Alternative School and should be compared to other Alternative Schools.

"CHOICES" provides a foundation for continuous learning through classroom instruction, service learning, project based learning, and on-site construction training. Character training is the cornerstone for "CHOICES," as the students are given the opportunity to discover the greatest possible understanding of self. They are exposed to individual, personalized learning with a strong emphasis on work ethics and job skills.

The mission of "CHOICES" Charter School is to provide a learning environment that links school to work experiences by making the right choices and staying in school. "CHOICES" was originated by a retired police chief from the City of Florence, who saw a need for a school for divergent learners who were roaming the streets and demonstrating behavior problems that were getting them expelled from school. "CHOICES" is the only alternative after expulsion besides the streets or incarceration.

"CHOICES" is located in Darlington County, adjacent to Florence County, in the middle of 130 acres of forest on Black Creek. The property is owned by Central United Methodist Church. "CHOICES" leases eight acres for one dollar per month for the school location. Student enrollment has remained small intentionally for a total of 45 students.

There is one certified teacher and teacher's assistant per 15 students, with additional assistance provided by retired professional people in the community who volunteer. "CHOICES" has incorporated a Pre-GED component for students who cannot return to high school. These students will pursue the GED when they turn 17. "CHOICES" has also incorporated a Vocational Educational component for all grade levels.

"CHOICES" has adopted a progressive discipline system that ensures good communications with other schools, relative to student behavior.

Ralph Porter, Executive Director

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	5	26	25
Percent satisfied with learning environment	100.0%	69.2%	95.7%
Percent satisfied with social and physical environment	100.0%	70.8%	95.8%
Percent satisfied with school-home relations	40.0%	65.4%	91.7%

* Only eleventh grade students and their parents were included. For schools without grade eleven, only the highest grade was included.

Abbreviations for Missing Data

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No Child Left Behind

School Adequate Yearly Progress	NO
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This school met 3 out of 5 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status	N/A
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School Improvement Key

NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality Data

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	0.0%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	1.7%	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	100.0%	0.0%	No

HSAP Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient or Advanced*	District % Proficient or Advanced*	State % Proficient or Advanced*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)

All Students	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
African American	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disabled	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Subsidized meals	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)

All Students	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
African American	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disabled	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Subsidized meals	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Biology 1/Applied Biology 2 (End-of-Course Test Performance by Group)

All Students	5	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Male	5	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Female	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
White	2	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
African American	3	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disabled	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Subsidized meals	2	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

Two-Year HSAP Trend Data										
	School Year	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient or Advanced*	District % Proficient or Advanced*	State % Proficient or Advanced*
English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)										
All Students	2010	N/A	N/A	N/A	N/A	N/A	N/A	N/A	59.8	65.9
	2011	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)										
All Students	2010	N/A	N/A	N/A	N/A	N/A	N/A	N/A	54.5	62.3
	2011	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

* Adjusted to account for natural variation in performance.